

need to end the overwhelming neglect of education.

In the minds of our citizens, the concerns related to national defense do not compete with the overwhelming mandate to improve our schools. Nothing in the minds of our citizens, the American electorate, the people who have common sense out there, nothing in their minds competes with education. It is number one. "It is education, stupid." It is education.

Look at the polls, but do not look at the polls and let your eyes blink. Here in Washington, in the Congress, Democrats and Republicans, we need to act on appropriating and vesting real dollars in an education system which will take us into a cyber civilization in the future where everybody needs to be educated.

The dollars that we are willing to appropriate in response to the American people's stated concern about education are minuscule. We are throwing pennies at a problem which requires billions of dollars. We must change our minds.

If the American people are listening, they might help open the eyes and ears of their own Congressman or Congresswoman. Have them make a survey. Even in the richest districts there are often schools that need help.

I challenge every Member of Congress to make a survey and select a few schools in their districts and go take a look at what they need. There are some places where they need money for wiring for the Internet; there are other places where they need money to fix the roof; there are some places where they need money to tear down old buildings and construct new schools. All over New York City we have schools that need money to put in a new furnace and get rid of the pollution and the asthma-generating coal-burning furnaces.

We need to address these issues in our Education Task Force and the Democratic Caucus, as well as the Committee on Education and the Workforce. Members of the Committee on Education and the Workforce were on the floor before, and I want to applaud what they had to say. They understand the problem, but I do not think that the solutions that are being proposed have yet come to grips with the magnitude of the need.

We need to spend many billions on school construction. School construction is just at the center of the problem, but that is a place to start. If we do not meet the need for adequate buildings, safe buildings, across America, the Congressional Budget Office says we need about \$147 billion to just stay even, if we do not meet that need or begin to step forward to move toward meeting that need, then everything else we propose to do in Washington at any level is fraudulent, everything else we propose to do about education.

We are feeding the people a spin on the problem without coming to grips

with the reality and the substance. We must go forward and invest in education in order to prepare our education system to take us forward into a new cyber civilization.

COMMUNICATION FROM STAFF MEMBER OF HON. DAN MILLER, MEMBER OF CONGRESS

The SPEAKER pro tempore laid before the House the following communication from Laura Griffin, staff member of the Honorable DAN MILLER, Member of Congress:

HOUSE OF REPRESENTATIVES,
Washington, DC, April 8, 1999.

Hon. J. DENNIS HASTERT,
Speaker, House of Representatives,
Washington, DC.

DEAR MR. SPEAKER: This is to formally notify you pursuant to Rule VIII of the Rules of the House that I received a subpoena for documents and testimony issued by the Circuit Court of the Twelfth Judicial Circuit of Florida In and For Manatee County, Florida.

After consultation with the Office of General Counsel, I have determined to comply with the subpoena to the extent that it is consistent with Rule VIII.

Sincerely,

LAURA GRIFFIN,
Case Manager.

ILLEGAL NARCOTICS

The SPEAKER pro tempore (Mr. SWEENEY). Under the Speaker's announced policy of January 6, 1999, the gentleman from Florida (Mr. MICA) is recognized for 60 minutes.

Mr. MICA. Mr. Speaker, I come before the House at this hour to discuss primarily the issue of illegal narcotics and its effects on our young people and our country, but I could not help but hear some of the words of my colleague, the gentleman from New York (Mr. OWENS), who just spoke here and talked about education.

I want to say to my colleagues and to the American people that I too support education. I support anything this Congress can do, anything our Nation can do to enhance educational opportunities for each and every American. However, I do have some differences with the previous speaker.

The previous speaker represents 40 years of trying to get more education power, more education decisions, more education regulation in Washington, D.C.

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And I think I represent a new wave of thinking that has come here in the last few years that education decisions, education of our children, and decisions about education policy are best decided at the local level with parents, with local school boards, and through local initiatives.

Then I think we also heard the argument that we are spending money on military defense and others, and this money could be converted into education. I might remind my colleagues in the House that the number one rea-

son that we came together as a Nation to allow us to live a free life in a free society is in fact the principal reason for the formation of the United States, and that is the question of national security.

Without national security, without the ability to defend ourselves, without the ability to have a defense of this Nation, all other things are impossible. And under the Constitution, if we care to look at that document, that is our prime responsibility and all things flow from that level.

So we cannot discard our military, particularly with an administration and folks what want to send our troops to every corner of the Earth and every conflict, at great expense, stretching our limited Federal dollars, and also spend additional funds or take away funds from education. So we cannot have both, but we try to do our best in meeting our Federal obligation.

I might say, and I did not really want to get into this too much tonight, but I just had the opportunity to meet with a couple from Florida, and they were here and heard some of the debate about education in the Congress, and one of these individuals, the wife, was a teacher and she was delighted to hear the philosophy of the new majority relating to education, that the power and the ability to teach and the funds go to the classroom, to the teacher and the student, not to the education bureaucracy in Washington, Atlanta, and is forced at different layers of the education bureaucracy even within the State and in particular in my State of Florida.

Our discussion was quite interesting because we did not identify the problems the way the previous speaker did; we identified the problems I think the way parents do, the way teachers do and local citizens who examine education. And we do not need a Harvard Education Ph.D. to look at American education today and see that teachers are not allowed to teach.

We asked the simple question in our conversation a few minutes ago off the floor with this couple from Florida, "How can you teach, how can you have order in a classroom when you cannot have discipline in a classroom?" And the same well-intended liberal policies from the other side of the aisle have amassed laws and regulations, which, combined with liberal judicial decisions, have handcuffed our teachers so that it is almost impossible to have discipline in the classroom through this maze of Federal regulations, mandates, and court orders. So we have said we want the teacher to have the ability to teach in the classroom.

Now, we also have a unique approach to education because we do not think that the money needs to be in Washington and again the power and the regulations all coming from Washington, but we think that those resources, that those abilities, should be at the local level with the teacher, with the parent, with the local school